



Special Education Needs and Disabilities Policy (SEND)

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Legislation	The Special Educational Needs and Disability Regulations 2014
Further Information/Guidance	The 0-25 Special Educational Needs and Disability Code of Practice

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Objectives

- **Identify the needs of pupils with SEND as early as possible.**
- **Monitor the progress of all pupils so that they are able to reach their full potential.**
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.**
- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.**
- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.**
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.**

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is the Headteacher.
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Wakefield, Special Educational Needs Coordinator (SENCO).

3. Arrangements for coordinating SEND provision

The Assistant Headteacher and SENCO will hold details of all *SEND support records for individual pupils*

All staff can access:

- The Academy SEND Policy;
- A copy of the full SEND Register used for tracking this cohort;
- Guidance on the Code of Practice
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements
- Information available through Nottinghamshire's SEND Local Offer www.notshelpyourself.org.uk

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Pupils with SEND will be given extra transition visits prior to joining and parents are welcome to visit and discuss any individual need and concerns in detail. All information from primary school will be passed to the Academy's SENCO in good time so that arrangements are put in place – this will be shared with teaching staff at the beginning of the school year.

5. Facilities for pupils with SEND

- Learning Support Classroom
- Room with networked computers

6. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

7. Identification of pupils needs

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected Academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- f) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- g) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which can be requested by a parent or school. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

8. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

9. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school will monitor pupil progress on a termly basis in line with the SEND Code of Practice.

10. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

11. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND and an extensive range of training opportunities are available for all school staff.

12. Links to support services/other agencies

The Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENCO is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Schools and Families Specialist Services (SFSS)

13. Links with other schools

The school is a member of The Redhill Trust and Redhill Teaching Alliance. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.